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ABSTRACT

The document provides an overview of the process a committee must complete as a minimum, in compliance with the Education for All Handicapped Children Act (P.L. 94-142), before a handicapped child's educational placement decision is made. A flow chart for the placement of the handicapped child is provided, and nine major steps to be taken, from original identification through the placement procedure, are discussed (including observation of a child experiencing difficulty, referral for evaluation services, informed parental consent, and multidisciplinary evaluation). A glossary of terms and sample forms are appended. (DLS)

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FROM IDENTIFICATION THROUGH

INITIAL PLACEMENT WITH P.L. 94-142

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Sponsored
by

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FOREWARD

This document was developed to provide an overview of the process a committee must complete as a minimum before a child's educational placement decision is made. The procedures described are in compliance with the final regulations of P.L. 94-142, The Education of the Handicapped Act.

The intent is for the document to be used as a resource by local education agency administrative or consultive personnel to assist with the establishment of placement committees in their districts. It is anticipated the document can be useful for local education agencies when training placement committee members to better understand their roles in this process.

This document was prepared for the Midwest Regional Resource Center in support of activities within Region IV, serving the states of Arkansas, Oklahoma, Missouri, Kansas, Nebraska, Iowa, South Dakota and North Dakota. The MRRC gives special acknowledgement to the writers contracted for this document, who contributed much of their own personal time to this effort.

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INTRODUCTION

On August 23, 1977, the U. S. Office of Education published final regulations for the new Education for All Handicapped Children Act (P.L. 94-142). For the full text of the regulations, see the Federal Register, Vol. 42, No. 163, Tuesday, August 23. The School Law Register, a subscription service offered by Capitol Publications, provides the text of Federal laws and regulations of interest to educators on a continuing update basis (for information, contact James Fauntleroy, Capitol Publications, 2430 Pennsylvania Avenue, N.W., Washington, D. C. 20037, (202) 452-1600.

The primary purposes of P.L. 94-142 are to:

a. guarantee that all handicapped children have available to them a free and appropriate public education.

b. guarantee that the civil rights of handicapped children and their families are protected in the educational decision-making process.

c. establish a clear management process regarding education of the handicapped at all levels of government.

d. provide financial assistance to state and local governments for education of the handicapped.

The major purposes of this handbook are to:

a. provide a simplified description of the major steps which need to be taken from original identification of a child with a potential handicap through the placement procedure.

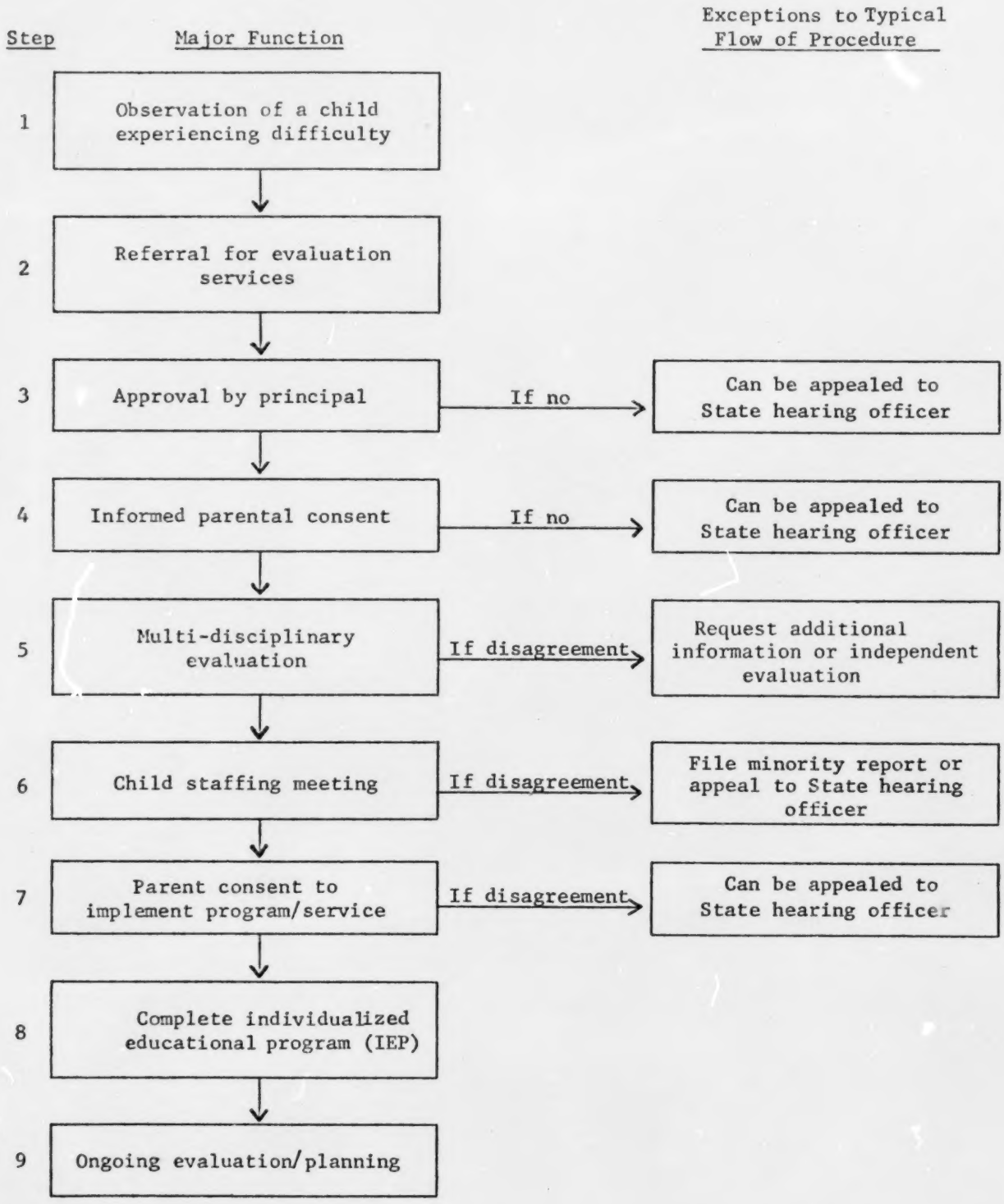
b. concentrate on the typical flow of procedure which is most likely to occur in the majority of cases.

c. give the steps to be followed where there is disagreement between the school and parents.

d. touch on the development of the IEP but not to deal with this aspect in any detail.

e. suggest some procedures which exceed the current minimum requirements of 94-142, but which should result in better programs for handicapped children.

FIGURE 1: FLOWCHART FOR PLACEMENT OF HANDICAPPED CHILD



Function

Step 1

Observation of a Child Experiencing Difficulty

Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:

   a. Local Educational Agency Applications. Child identification. (§121a.220) Each application must include procedures which insure that all children residing within the jurisdiction of the LEA who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated ...

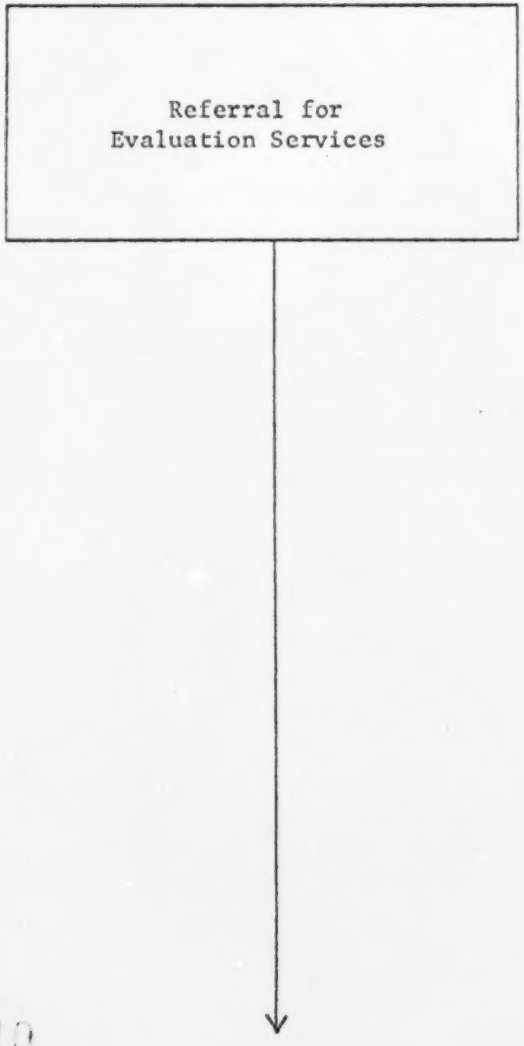
   b. The local educational agency is also responsible for identifying and evaluating all children in private schools and institutions which lie within its jurisdiction.

2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:

   a. All children experiencing difficulty are not handicapped and not all handicapped children need special education and related services. Only those who do are eligible under this Act. Each school building should have a mechanism or committee within its own faculty to consider alternatives within the regular program which may result in the child progressing satisfactorily without needing special education. Wholesale referral of children is wasteful of both time and financial resources.

   b. Likewise, the LEA should make a concerted effort to identify all educationally handicapped as soon as possible, including preschool children. In this regard, parents, teachers and other professionals such as the family physician or school nurse are encouraged to make appropriate referrals. Also, LEAs should conduct inservice training programs specifying methods of identification for both parent and teacher.

Function



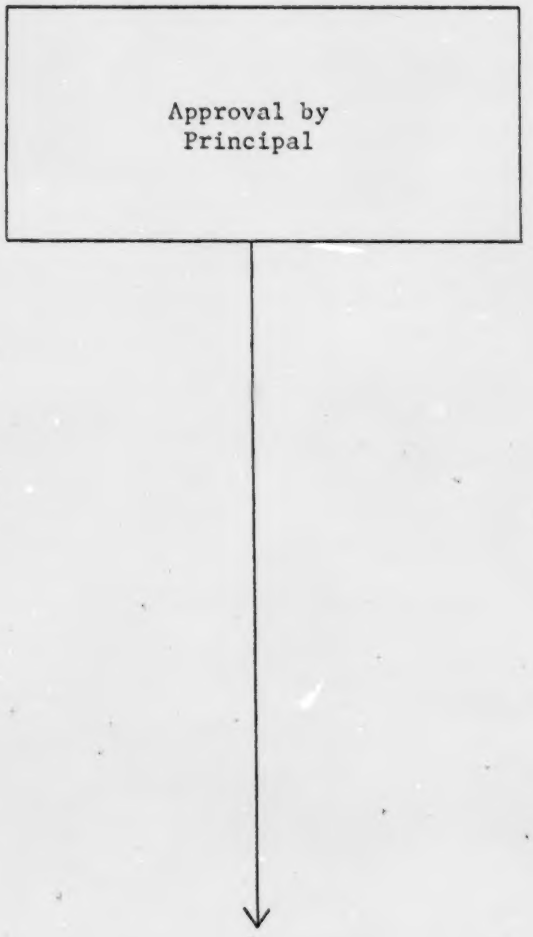
Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:
   a. Local Education Agency Application: Prior Notice; Parent Consent. (§121a.504) There is no specified requirement for a referral system, however, parental consent prior to evaluation is required . . . .
   b. The notice under §121a.504 must include: (1) a full explanation of all the procedural safeguards available to the parents . . . . (2) a description of the action proposed . . . . (3) a description of each evaluation procedure, test, record, or report the agency uses as a basis for the proposal . . . . The notice must be written in a language understandable to the general public . . . provided in the native language or other mode of communication which the parent is capable of understanding . . . .

2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:
   a. The referral system should provide an effective and efficient means of communicating the need for evaluation services as the result of the awareness that a child is experiencing educational difficulties and might possibly profit from a special education placement or service.
   b. The referral system should include a standardized referral form which makes provision for: 1) child's name and other identification information, 2) reason for referral, 3) services requested such as psychological testing, 4) person making the referral, 5) approval/disapproval by the building principal, 6) approval/disapproval by the parent(s)/guardian, 7) notification of the parents of rights under due process, and 8) an indication that action has been taken on the referral.
   c. The referral system should be singular in purpose which is to communicate the need for services as indicated in (a) above.
   d. The referral system should include a monitoring procedure which will insure that all referrals are acted upon and without undue delay. A simple checklist containing dates of 1) referral, 2) initial multidisciplinary assessment, 3) child staffing meeting, and 4) implementation of program/service would fulfill such a requirement.

Function

Step 3

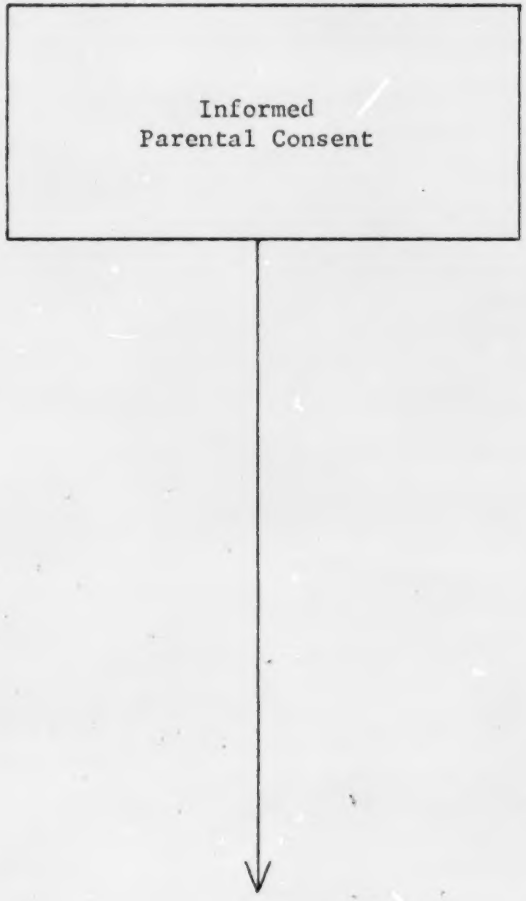


Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:
   a. BEH sees the development of regulations as an evolutionary process which will continue over a period of several years. Their decision was to write minimum regulations at this time and to amend and revise them in the future as need and experience dictate.
   b. There is no requirement which indicates that the building principal must approve referrals for evaluation or other special education services.

2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:
   a. The building principal is responsible for the educational programs within the attendance center and as such plays a very important role when any adjustments are necessary in a child's educational placement or when special education services are necessary. The channeling of all referrals through the principal for approval insures his/her awareness and increases the likelihood that he/she will be supportive of the educational adjustments or the provision of services that become necessary.

Function

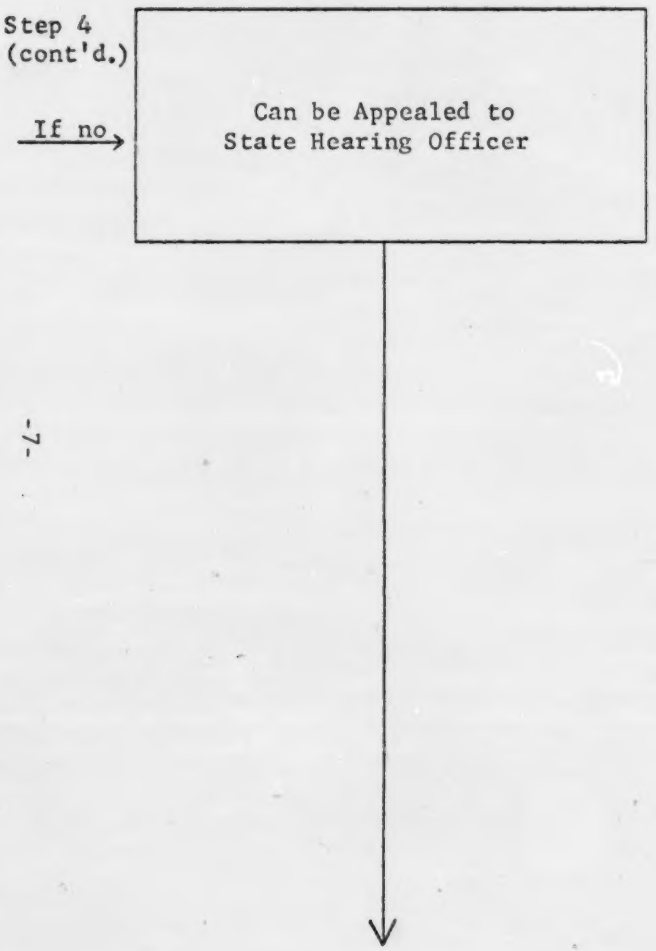


Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:
   a. (§121a.500) As used in this part: "consent" means that (a) the parent has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language, or other mode of communication;
   (b) the parent understands and agrees in writing to the carrying out of the activity for which his/her consent is sought, and the consent describes that activity and lists the records (if any) which will be released and to whom; and
   (c) the parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
   b. (§121a.504) Parental consent must be obtained before: (a) conducting a preplacement evaluation; and (b) initial placement of a handicapped child in a program providing special education and related services.

2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:
   a. Informed consent refers to a parent's freely given decision. Parents should be kept informed of proceedings throughout the process. An example which violates this concept would be that of holding a prestaffing meeting of professionals to reach agreement on findings before the parent is invited into the staffing. Shortcuts should be avoided which waive, or appear to waive, any legal rights of the parent/child.
   b. While LEAs are required to inform parents about the initial referral, child staffing and implementation of program/service and request their presence at these meetings, LEAs should also strive to keep parents informed at all times about their child's educational program either by telephone, letter or informal meeting. Parents should be encouraged to maintain their interest in their child's educational program and LEAs should attempt to answer any questions by parents about programs or services.

Function



-7-

Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:

   (§121a.504) (c) Procedures where parent refuses consent

   (1) where State law requires parental consent before a handicapped child is evaluated or initially provided special education and related services, State procedures govern the public agency in overriding a parent's refusal to consent.

   (§121a.506) Impartial due process hearing.

   (a) A parent or a public educational agency may initiate a hearing . . . .

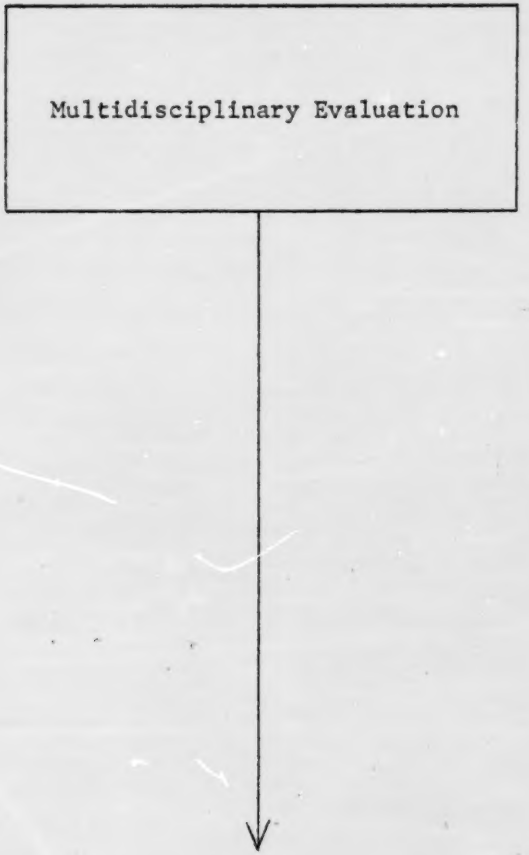
   (b) The hearing must be conducted by the State educational agency or the public agency directly responsible for the education of the child . . . .

   (c) The public agency shall inform the parent of any free or low-cost legal and other relevant services available in the area . . . .

2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:

   (§121a.506) Comment: Many states have pointed to the success of using mediation as an intervening step prior to conducting a formal due process hearing. Mediation, as the term is used here, is nothing more than everyone involved getting together on an informal basis. Such meetings can often resolve differences and lead to compromises to which both sides can agree. Although not required by this statute or these regulations, an agency may wish to suggest mediation in disputes concerning the identification, evaluation, and educational placement of differences between parents and agencies without the development of an adversarial relationship... However, mediation may not be used to deny or delay a parent's rights under this subpart.

Function



Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:
   a. (§121a.532) (b) Tests and other evaluation material include those tailored to assess specific areas of educational need and not merely those which are designed to produce a single general intelligence quotient.
   b. (§121a.532) (d) No single procedure is (to be) used as the sole criterion for determining an appropriate educational program for a child.
   c. (§121a.532) (a and c) Tests and other evaluation materials are selected and administered: 1) in the child's native language or other mode of communication, unless it is clearly not feasible to do so; 2) so as best to ensure that when a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills.
   d. (§121a.532) (e) The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability.
   e. (§121a.532) (f) The child is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

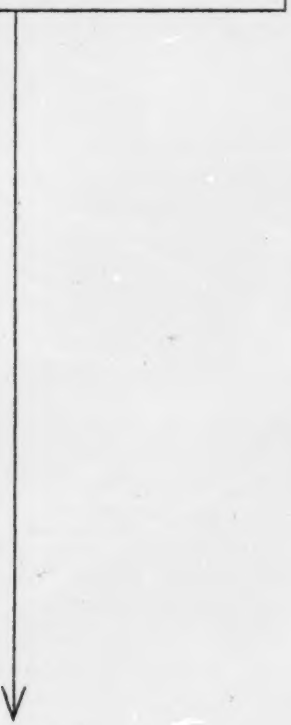
2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:
   a. In most cases the team member with the most expertise in regard to the referral question would be named case manager. The case manager should feel free to make a cross-referral to any support personnel for further assessment or consultation.

Function

Step 5 (cont'd.)

If disagreement →

Request Additional Information or Independent Evaluation



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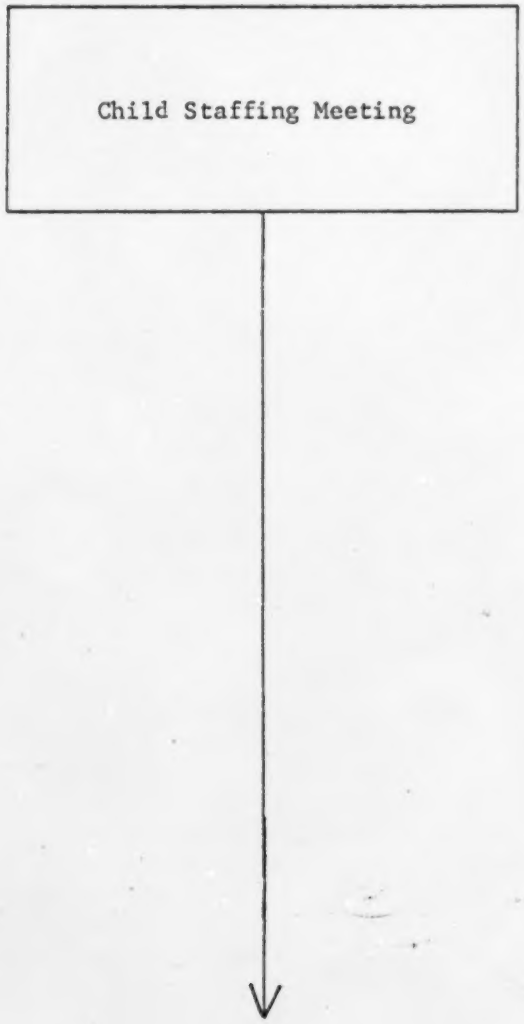
Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:
   a. (§121a.503) Independent educational evaluation. The parent has the right to an independent educational evaluation at public expense if the parent disagrees with evaluation results obtained by the public agency. However, the public agency may initiate a hearing . . . to show that its evaluation is appropriate. If this is verified, the parent still has the right to an independent educational evaluation, but not at public expense.
   b. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation must be considered by the public agency in its decision on the child, and the parent may present these data at a later hearing.

2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:
   a. Public agencies should also be concerned with obtaining the best evaluation data possible, and in some cases this may mean that the agency itself requests an independent evaluation and pays for it. Such independent evaluations might include referral to a child development clinic, a university, or a local mental health center.
   b. (§121a.503) (e) In any case, whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation, and the qualification of the examiner, must be the same as the criteria which the public agency uses when it initiates an evaluation.

Function

Step 6



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Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:
   a. (§121a.344) For a handicapped child who has been evaluated for the first time, the public agency shall insure: (1) that a member of the evaluation team participates in the meeting; or (2) that the representative of the public agency, the child's teacher, or some other person is present at the meeting, who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation.
   b. (§121a.345) Each public agency shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including: (1) notifying parents of the meeting early enough to insure that they will have an opportunity to attend; and (2) scheduling the meeting at a mutually agreed upon time and place.
   c. (§121a.533) In interpreting evaluation data and in making placement decisions at a child staffing meeting, each public agency shall: (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior; (2) insure that information obtained from all of these sources is documented and carefully considered; and (3) insure that the placement decisions is made in conformity with the Least Restrictive Environment rules.
   d. (§121a.504) A parent or a public agency may initiate a hearing when: (1) written notice is given by the public agency to initiate or change the identification or evaluation . . . of the child or the provision of a free appropriate public education to the child, or (2) the public agency refuses to initiate or change the identification or evaluation . . . of the child or the provision of a free appropriate public education to the child.
2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:
   a. In regard to 1c(2), it is suggested that the multidisciplinary evaluation team case manager organize a format for the meeting. Such a format might permit a limited time for presentation for each child-staffing participant followed by an open discussion. Teachers should also be prepared to contribute with classroom observation, informal test data, and particular examples of learning styles.

Function

Step 7

Parent Consent to Implement Program/Service

Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:
   a. Local Education Agency Application: Prior Notice; Parent Consent. (§121a.504) Parental consent must be given prior to initial placement of a handicapped child in a program of special education and/or related services . . . .
   b. (§121a.505) The notice under §121a.504 must include: (1) a full explanation of all the procedural safeguards available to the parents . . . . (2) a description of the action proposed . . . an explanation for the proposed action . . . and a description of any options the agency considered and why those options were rejected . . . . The notice must be written in a language understandable to the general public . . . provided in the native language or other mode of communication which the parent is capable of understanding . . . .

2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:
   a. If parents are unable to participate in the staffing it is suggested that a pre-placement conference be held with the parents, if not in person, by telephone to explain the type of placement that will be made, the reasons for the placement, and what the expectations are as a result of the placement. A face to face conference is typically much more effective in securing immediate and on-going cooperation from the parents than through a written communication which tends by its very nature to be cold and somewhat legalistic.
   b. The conference should be followed by a written communication for record purposes. As a follow-up the written communication is more acceptable and less likely to intimidate the parents. This follow-up communication should reflect the conference discussion.
   c. Related services performed by special education personnel such as speech therapy also require parental permission.

Function

Step 8

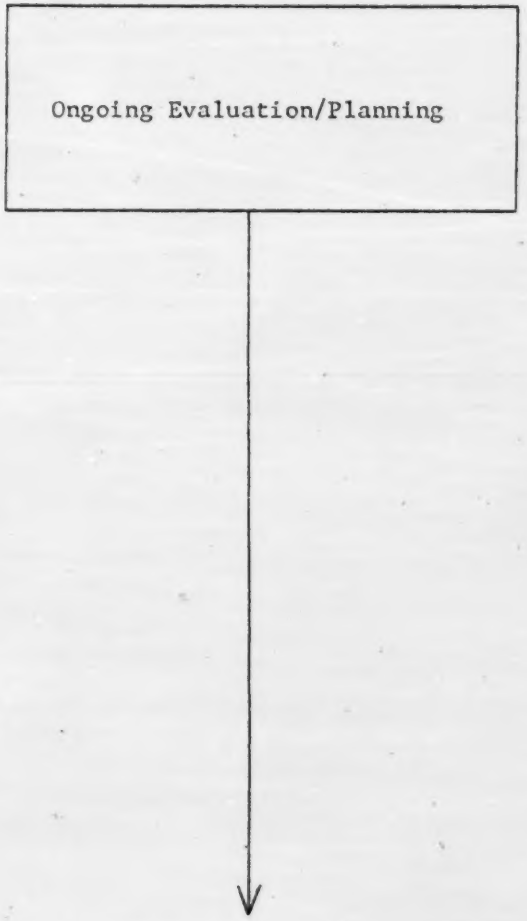
Complete Individual Educational Plan (IEP)

Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:
   a. (§121a.342) (a) On October 1, 1977 and at the beginning of each school year thereafter, each public agency shall have in effect an individualized education program for every handicapped child who is receiving special education from that agency.
   b. A meeting to develop an IEP must be held within 30 calendar days of a determination that the child needs special education and related services.
   c. It is not the intent of this document to detail the requirements for an IEP. The reader is referred to other references on the subject such as Torres, Scottie (Ed.), A Primer on Individualized Education Programs for Handicapped Children, 1920 Association Drive, Reston, Virginia, 22091, 1977.

2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:
   a. The purpose here is to suggest that the child staffing/placement meeting is not the place to attempt to write the detailed IEP. This group is often too large and/or does not include the persons best able to complete the IEP. What the placement committee can do is to identify the major annual goals, determine the present levels of educational performance, and indicate the specific services to be provided. The special education teacher to whom the child is assigned will have major input into the content of the IEP, and he/she will often need two or three weeks to get to know the child in order to help develop a valid IEP.

Function



Explanatory Comments

1. To comply with P.L. 94-142 and USOE Final Regulations:
   a. (§121a.343) (a) Each public agency is responsible for initiating and conducting meetings for the purpose of developing, revising, and reviewing a handicapped child's individualized educational program. If the public agency has determined that a handicapped child will receive special education during the school year 1977-78, a meeting must be held early enough to insure that an individualized education program is developed by October 1, 1977.
   b. (§121a.343) (d) Each public agency shall initiate and conduct meetings to periodically review each child's individualized education program and if appropriate revise its provisions. A meeting must be held for this purpose at least once a year.
   c. (§121a.534) (b) Each state and local educational agency shall insure that a multidisciplinary evaluation of the child be conducted every 3 years or more frequently if conditions warrant or if the child's parent or teacher requests an evaluation.

2. Possible additional best practices which would go beyond compliance requirements of P.L. 94-142:
   a. Reevaluation of the student's needs should be an ongoing process. Good practice suggests that a formal child staffing should take place at least once a year to reconsider the Individual Education Plan and make any necessary adjustments in placement or planning. The parents should be invited to participate in the restaffing and informed parental consent should be requested before any changes supplement ongoing instructional programs for a handicapped child and should be utilized when necessary.

APPENDIX A

GLOSSARY OF TERMS

Consent (§121a.500 of Subpart E) - Consent means that: (a) the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; (b) the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) which will be released and to whom; and (c) the parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.

Direct Services (§121a.370 of Subpart C) - Direct services means services provided to a handicapped child by the state directly, by contract, or through other arrangements.

Evaluation (§121a.500 of Subpart E) - Evaluation means valid procedures used to determine whether a child is handicapped and the nature and extent of the special education and related services that the child needs. The term means procedures used selectively with an individual child and does not include basic tests administered to or procedures used with all children in a school, grade or class.

Free Appropriate Public Education (FAPE) (§121a.300 of Subpart C) - Each state shall insure that free appropriate public education is available to all handicapped children aged three through eighteen within the state not later than September 1, 1978, and to all handicapped children aged three through twenty-one within the state not later than September 1, 1980.

Handicapped Children (§121a.5 of Subpart A) - The term "handicapped children" means those children evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

Independent Educational Evaluation (§121a.503 of Subpart E) - Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.

Individualized Education Programs (IEP) (§121a.340 of Subpart C) - IEP means a written statement for a handicapped child that is developed and implemented. The IEP must include: (a) a statement of the child's present levels of educational performance; (b) a statement of annual goals, including short-term instructional objectives; (c) a statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs; (d) the appropriate dates for initiation of services and the anticipated duration of the services; and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

Least Restrictive Environment (LRE) (§121a.550 of Subpart E) - Each public agency shall insure: (1) that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and (2) that special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Multidisciplinary Team (§121a.531 of Subpart E) - Multidisciplinary team is a group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability. The child is assessed by the multidisciplinary team in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Public Expense (§121a.503 of Subpart E) - Public expense means that the public agency either pays for the full cost of the evaluation or insures that the evaluation is otherwise provided at no cost to the parent.

Related Services (§121a.13 of Subpart A) - The term "related services" means transportation and such developmental, corrective and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

Special Education (§121a.14 of Subpart A) - Special education means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under state standards.

APPENDIX B

SAMPLE

Parental Approval for Individual Evaluation [1]

In a prior communication (personal interview or mail) you have been informed of the school's concern for your child's educational progress and the need to gather further information so that the best possible program can be planned. The state's Administrative Regulations require that you approve of any testing or other evaluation of your child. Please sign as indicated below. Your co-operation is appreciated.

****

Date_____

This is to indicate that I have been informed and counseled regarding the referral of my child_____ (name of child) for individual testing or other evaluation using appropriate assessment instruments and I do give my consent for such assessment by personnel of _____ (name of school district).

Parent_____ (signed)

Address_____

Phone_____

_____ (Chairperson)

I do not give my consent for such assessment by personnel of _____ (name of school district)

Parent_____ (signed)

Address_____

Phone_____

_____ (Chairperson)

Copy: Parent
Chairperson
Director of Program for Exceptional Children

[1]Taken from National Association of State Directors of Special Education, Functions of the Placement Committee in Special Education: A Resource Manual, 1976.

SAMPLE

Followup Letter to Parents Attending
Placement Committee Conference

Date _____

Dear _____:

The Placement Committee Conference which you attended on _____ (date) was scheduled so that you as a parent could have a part in the decision regarding appropriate educational placement for _____ (Child's name).

Enclosed is your copy of the consent form for placement signed at the time of the Placement Committee meeting.

Much time and effort has been spent in planning the most appropriate program for your child. Your cooperation with the school staff in the endeavor is very much appreciated.

Sincerely,

_____
Chairperson

Copy: Parent
Committee Chairperson
Director of Program for Exceptional Children

[1]Taken from National Association of State Directors of Special Education, Functions of the Placement Committee in Special Education: A Resource Manual, 1976.

SAMPLE

Followup Letter to Parents Not Attending Placement Committee Conference

Date _____

Dear _____:

A Placement Committee meeting to which you were invited met on _____ (Date) to consider an appropriate educational plan for your child, _____ (Name of Child). We are sorry that you were unable to be present but a copy of the meeting report is enclosed.

You will note that the report includes recommendations for placement which were made after consideration of all the available information. Also discussed were the alternative plans for best serving your child's needs. I am endorsing the program recommendations and placement.

If you agree with the recommendations, we ask that you sign the enclosed consent form and return in the envelope provided. If you disagree, there is a statement of parental rights and procedures indicating next steps to follow.

Since considerable time and effort has been devoted to planning an appropriate program for your child, we hope that you will sign and return the consent form to my office promptly. Then we can begin the plan which we believe will most effectively serve your child.

Sincerely,

_____
Chairperson

[1]Taken from National Association of State Directors of Special Education, Functions of the Placement Committee in Special Education: A Resource Manual, 1976.

SAMPLE

Statement of Parental Rights and Procedures Concerning Placement

The following rights and procedures are available to you in planning for future education programming for your child:

1. You may sign the enclosed parent consent form and thereby permit your child to be placed in the appropriate special program for Exceptional Children, as recommended by the Placement Committee in the attached report(s).

2. If you feel that you do not have enough educational information prior to signing the parent consent form, you may choose not to sign the enclosed form. You may request an additional conference that would include other appropriate school personnel in addition to the Placement Committee to obtain clarification. The Chairperson of the Committee should be asked to arrange this conference.

3. You may desire an independent medical, psychological, and educational evaluation of your child by an agency other than that provided by this school system. You may be assisted in acquiring this independent evaluation by contacting agencies such as (examples)

   _____

   _____

   _____

   _____

   _____

4. If you do not agree with the recommendation of the Placement Committee, and if an impasse has been reached between you and the local school district, you may refuse to sign the consent form. You may request a hearing before an independent Hearing Officer. At such a hearing, you may be represented by counsel, may offer independent evaluation of a medical, psychological, or educational nature, may examine all school records pertaining to your child, and may cross-examine school officials. If such a hearing is desired, please make your request in writing within twenty (20) days of the date of this letter to the Superintendent of _____ at this office:
   (Local School District)

_____
(Local School District)

_____
(Address)

_____

[1]Taken from National Association of State Directors of Special Education, Functions of the Placement Committee in Special Education: A Resource Manual, 1976.

Final Comments

The authors' have attempted to present a procedure to follow when everything goes well. For those cases where disagreements do occur, due process and appeal procedures have been outlined to the degree that the reader should know whom to contact to initiate the action. It should not be forgotten that appeals can be made by either the parent/child or by the educational agency. Appeal procedures may vary by State, but generally begin through an educational administrative review procedure and can then be taken to the courts.